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ABSTRACT

A compilation of nine social studies activities suitable for immediate application in the classroom includes teaching ideas for middle school, secondary school, and college teachers. Activities include the use of (1) geographic skills to understand the use of solar radiation and available wind power, (2) questions to help students understand historical documents, (3) inquiry to teach students to evaluate historical information, (4) a variety of activities to give students an understanding of totalitarian concepts and national human rights violations, (5) activities to stimulate and promote active learning, (6) the art of letter writing to teach political, social, and cultural history, (7) different approaches to teaching student critical thinking skills, (8) case studies to analyze diplomatic privileges and immunities, and (9) "future thinking" activities for motivation and for teaching problem solving. Lesson titles include "The Geography of Solar Energy" (David E. LaHart and Rodney F. Allen); "A Student Guide to Reading Historical Documents" (Mary Elizabeth Perry and Ellen Strenski); "Sleuths in the Classroom" (Stephen M. Pusey); "A Unit of '1984' and International Human Rights" (Sam Totten); "Using Maps That Move" (Thomas N. Turner); "Letter Exchanges: Living through the Past in a Fictional Correspondence" (Joan Brodsky Schur); "Teaching Critical Thinking Skills" (Brad Rudin); "Studying Diplomatic Privileges and Immunities in the Classroom" (Ann Veldhuis Olson); and "Time for the Future" (Marie S. Davis). (LH)

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Classroom Teacher's "Idea" Notebook

ALFRED J. CAMPANELLA, EDITOR

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INNOVATIVE IDEAS

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Classroom Teacher's "Idea" Notebook

SUPPLEMENT NUMBER 34
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ALFRED J. CAMPANELLA, EDITOR

100 The Geography of Solar Energy—*David LaHart and Rodney Allen*, page 55
101 A Student Guide to Reading Historical Documents—*Ellen Stranski and Mary Elizabeth Perry*, page 58

About the Classroom Teacher's "IDEA" Notebook

This supplement, which appears periodically in *Social Education*, has been designed to meet some of your needs in the classroom. The material presented is as practical, concrete, and specific as possible; and the focus is on the student. The purposes of this supplement include the following:

1. To report what individual teachers are doing in their instructional practices;
2. To present methods, techniques, and strategies employed by teachers;
3. To publish facsimile copies of classroom materials developed by teachers for specific lessons;
4. To provide a vehicle for teachers to publish original instructional materials they have prepared and to explain or describe successful practical techniques they have employed in their instruction;
5. To establish a service for teachers from which they may solicit information and suggestions involving practical problems in instruction that confront them;
6. To provide a place in *Social Education* where actual practices in instruction may be read, evaluated, and adapted by teachers;
7. To give professional recognition to teachers with innovative and creative ideas, and to disseminate these ideas to a wider audience;
8. To suggest potential areas for research on methodology and materials.

Many very informative and interesting examples of classroom activities and suggested lessons have been sent to the editor. They begin to reflect the vast number of options that are available to social studies teachers. Won't you send in your ideas to:

Alfred J. Campanella, Editor
"Classroom Teachers' 'Idea' Notebook"
Shore Regional High School District
Monmouth Park Highway
West Long Branch, New Jersey 07764

100

Use geographic skills to understand the use of solar radiation and available wind power

Level: Middle School and Senior High School

The Geography of Solar Energy

DAVID E. LAHART, Senior Instructor, Florida Solar Energy Center, University of Central Florida, and RODNEY F. ALLEN, Professor of Social Education, Florida State University

Illustrations by Florida Solar Energy Center.

Solar radiation is a dilute and diffuse form of energy that is widely used for low temperature applications such as water heating and space heating. But Americans have become dependent on a highly concentrated form of energy: electricity. As our economy shifts from non-renewable to renewable fuels, two solar technologies emerge as promising techniques for generating electricity: photovoltaic cells and wind energy conversion systems.

Although very expensive, both technologies are becoming more cost competitive in certain geographic areas and are attracting the attention of utilities and homeowners. Each method must be carefully examined by studying local solar energy resources because some areas are suited for photovoltaics, some for wind power, and a few for both. This activity is designed to help students compare the solar resources in various regions of the United States and investigate the potential for solar electric systems.

Solar Electric Technologies

Solar electric or photovoltaic cells have been called the ultimate source of electrical energy. Without turbines, generators, mechanical equipment, or moving parts, solar cells simply and silently produce electricity. A typical silicon solar cell is made by adding phosphorus and boron to pure silicon. This process, called "doping," gives one side of the cell an excess of electrons and a negative charge; the other side has a positive charge. When the cell is exposed to light, electrons are "freed" and can be used to operate motors, lights or other electrical equipment. Solar powered watches and calculators are becoming common and over 2,000 homes use solar cells as their primary source of electricity.

The air about us has mass; when it moves, the wind produced contains energy. This shifting of air takes place all over the world and is primarily caused by unequal heating of the earth's surface by the sun. The wind's power has been used for centuries to irri-

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gate crops, propel sailing ships, and to grind grain into flour. During the 1920s, wind generators became a major source of electrical power on farms and homes in the Great Plains. These systems use a wind-driven rotor to turn the shaft of an electric generator. Wind systems are most efficient when the wind speed is between 15 and 25 mph.

Students interested in learning more about photovoltaic and wind energy technology should read *Electricity from Sunlight: The Future of Photovoltaics* and *Wind Power: A Turning Point*. Both books are by Christopher Flavin and published by the Worldwatch Institute, Washington.

Solar Energy Distribution

Maps 1 and 2 have isolines connecting zones of solar radiation and available wind power. Values are given in kilowatt hours per square meter per day ($kWh/m^2/day$). Analysis of the maps shows that solar radiation isolines are evenly distributed across the continental United States, Alaska, Hawaii (Map 1) and Puerto Rico. The *amounts* of radiation vary by region but the distribution is predictable. The isolines on Map 2 show the distribution of wind power is localized and spotty. Who would predict southern Wyoming to have the highest wind energy potential on the continent?

Procedure

This activity works well with small groups or as individual assignments. After explaining the two solar electric technologies, pass out copies of the maps and the data table. Some teachers assign students or get a resource person to report on making electricity with solar energy. When the data table is complete and has been checked for accuracy (students are estimating, so their answers may vary) have the students answer these questions:

1. Which states appear to have the greatest potential for photovoltaics; which for wind?
2. Explain the distribution of wind energy along the Northeast and Northwest coasts.
3. Develop a hypothesis to explain the wind energy concentrations in Wyoming and the Texas-Oklahoma panhandle. Should Chicago really be called the "Windy City"?
4. Do the isolines on Map 1 reflect the popular notion of a "Sun Belt"? Revise the concept of "Sun Belt" based on the data given in Map 1.
5. Identify the regions where "wind farms" would be most efficient.
6. Power companies believe that photovoltaic cells can be cost-effective producers of electricity if the amount of solar radiation is 5 $kWh/m^2/day$ and the efficiency of the cells increases from 10 percent to 20 percent. If this technological advance in efficiency is made, what states would be good candidates for PV power plants?

Going Further

- The data on the maps is generalized. Call or write your state energy office to get information on wind energy resources in specific locations.

Figure 1. *Silicon photovoltaic cells convert sunlight directly into electricity.*

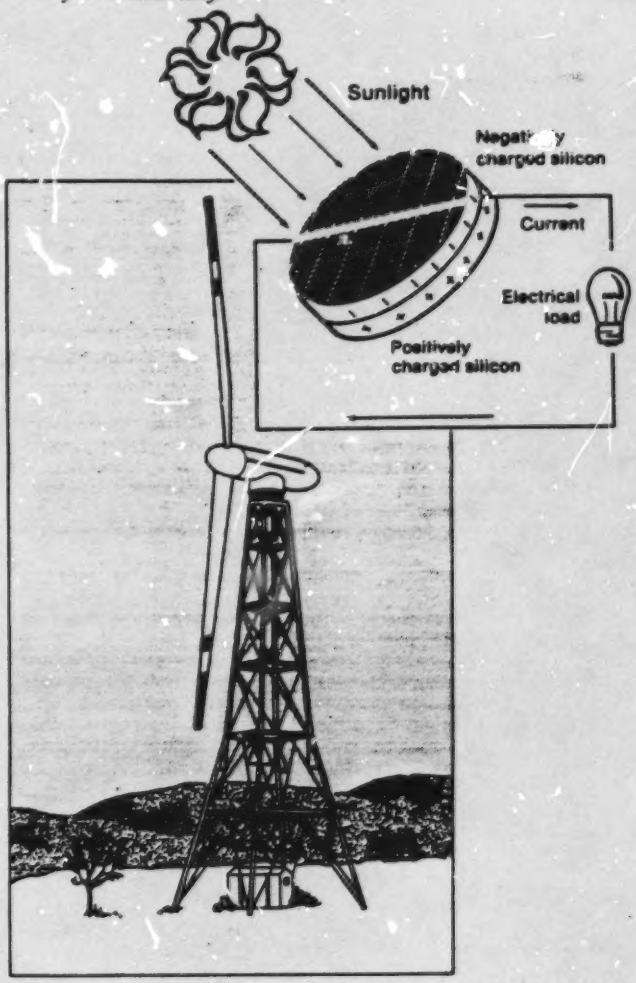

Figure 2. *Large wind turbines can provide electricity in certain parts of the United States.*

Estimating Solar Potential

Locate each state on Map 1 and Map 2. Estimate the average solar electrical potential for each.

State	Solar Radiation + Wind Energy		=	Electrical Potential ($kWh/m^2/day$)
Vermont			=	
Georgia			=	
Missouri			=	
New Mexico			=	
Oregon			=	
Alaska			=	
Hawaii			=	
Your City			=	
			=	

Figure 4. *Student chart (not referenced in text).*

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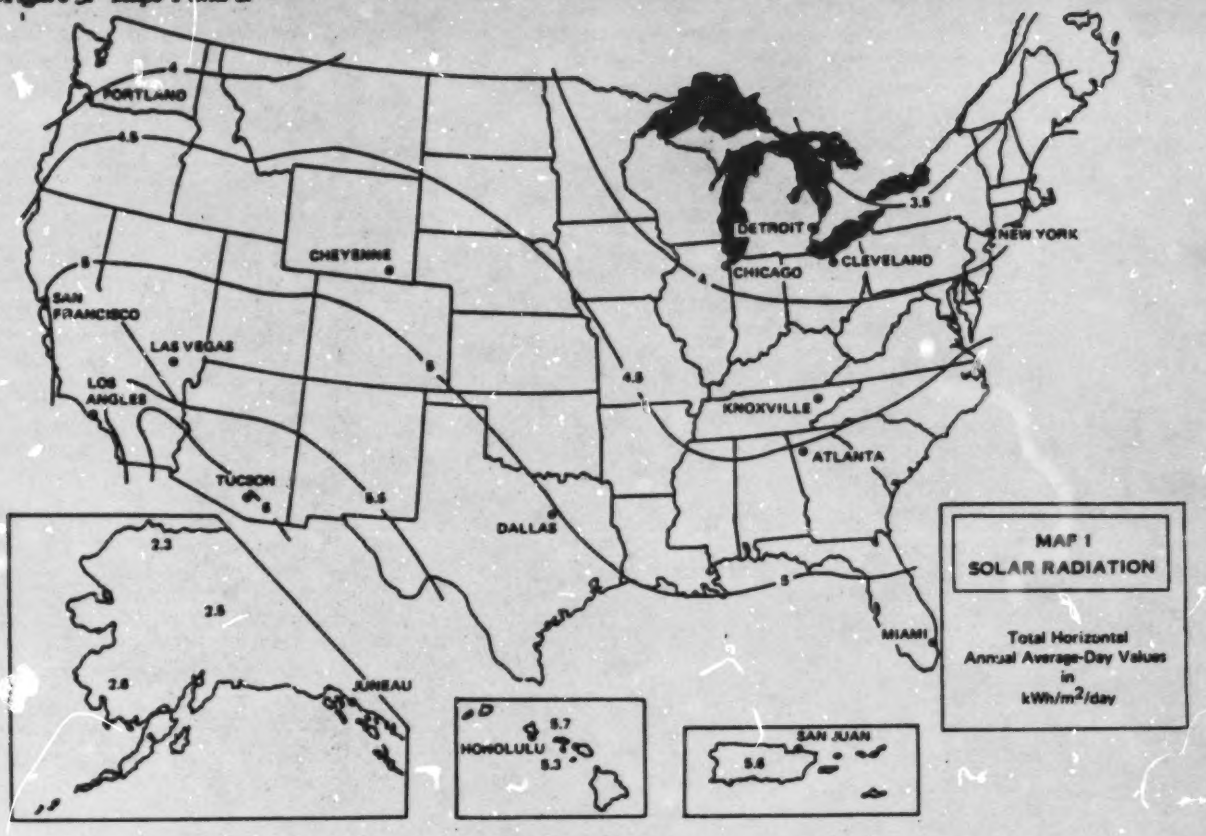
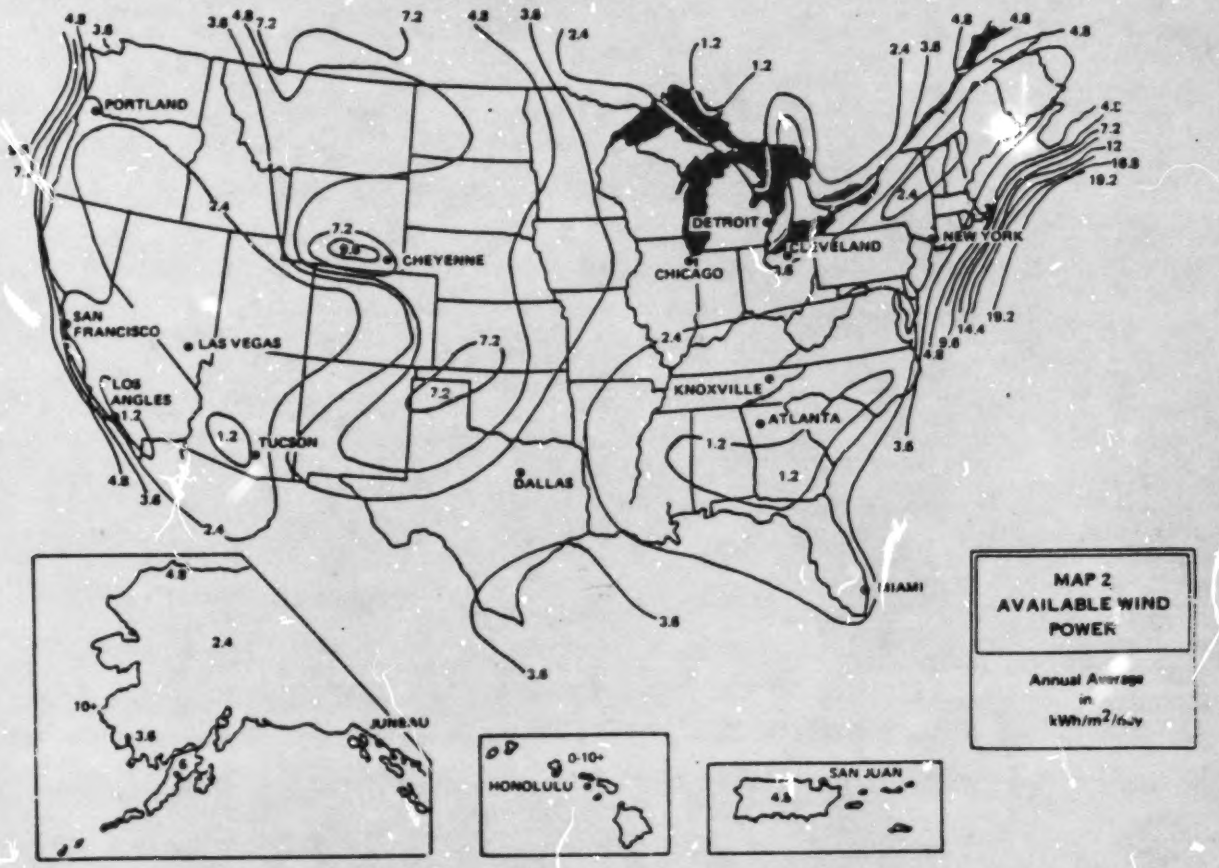
Figure 3. Maps 1 and 2





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• Contact your county agricultural agent and get information on the use of wind energy on farms. What does the agent recommend for using wind energy as a) mechanical energy in pumping water, especially in remote pastures, and b) a source of generating electricity. Ask the agent to recommend the closest firm which can give you price and installation cost data for your area.

• Do the above activity, but focus upon the agricultural applications of photovoltaics.

• Write for information from: the Rocky Flats Wind Systems Program, Rockwell International, Energy Systems Group, Rocky Flats Plant, P.O. Box 464, Golden, CO 80401.

• Brainstorm a list of "advantages" and "disadvantages" for using either photovoltaics or wind to generate electricity in your area. Discuss your list of benefits and costs with companies selling solar and/or wind systems in your area.

• Contact your utility company and have them come to your class to discuss Federal and State law concerning linking home or farm electric system with the utility grid. What are the complications? What does the law allow or demand? What are the costs involved?

• Write to these companies to get information on the latest photovoltaic research and development projects.

Solarex Corporation
1335 Piccard Drive
Rockville, MD 20850

Mobil Solar Energy Corporation
16 Hickory Drive
Waltham, MA 02254

Be sure to ask about current costs, and cost projections. Compare the answers you get.

Thinking It Over

1. Why are "wind farms" given that name? What do you imagine a "wind farm" would look like (try a sketch)? Who might be the "farmer"?

2. What problems can you foresee if people tried to use either PV or wind energy to generate home electricity in your area? (Building codes, zoning laws, trees shading PV, safe areas around wind machines, and so forth.)

3. What is the difference between DC (direct current) and AC (alternating current) in electricity? PV and wind machines produce direct current. Our utility grids produce alternating current. What problems and costs arise for users of PV or wind machines?

Conclusions and Recommendations

Our experience indicates the use of high interest topics such as solar energy increases awareness of technological-societal issues and provides a relevant way to apply geography skills. The maps offer several opportunities for creative teachers to develop additional activities, such as identifying state capitals, drawing in physiographic features, and so forth.

The potential for generating electricity with solar energy is not evenly distributed; some areas have more potential than others. This observation can prompt additional instructional units on such topics as growth management, location of industries, and the role of government and corporations in promoting the use of renewable energy. □

101

Use questions to help student understand historical documents

Level: Senior High School, College

A Student Guide to Reading Historical Documents

MARY ELIZABETH PERRY, Department of History, UCLA, and ELLEN STRENSKI, Upper Division Coordinator, Writing Programs, UCLA

There is much current interest in helping social studies students at all levels learn better from their textbooks, that is, read them better, with more understanding and better retention of the material.[1] However, history teachers also want students to read and learn from historical documents. This enables students to practice thinking like a historian and using evidence appropriately.

Reading historical documents is a more demanding and complex activity than reading the packaged information in a textbook. Without guidance, students often flounder. We two instructors (one in history, one in English) developed this reading guide to help students identify the important features of a historical document. The study questions on this one-page guide can be used in the classroom in several ways. Duplicated and distributed, they can be the basis of class discussion, or they can serve as a preliminary writing assignment before a major essay, thereby providing instructors with an opportunity to monitor students' basic understanding and to intervene with help if necessary.

GUIDE TO READING HISTORICAL DOCUMENTS

Instructions: Read through the entire document and then answer these questions.

1. *Author*(s): Who were they?
What was their authority? (Personal? institutional?)

[1] For example, Barry K. Beyer in *Back-to-Basics in Social Studies*, Boulder: Social Science Education Consortium, 1977, and elsewhere; Stephen Bonsin, "Why Johnny Can't Name the 38 U.S. Presidents, or Is It 39?" *Harvard Magazine*, January-February 1980, pp. 56–59; Dan Donlan, "Locating Main Ideas in History Textbooks," *Journal of Reading*, 24 (November 1980), 135–140; Dan B. Fleming and Larry J. Weber, "Recognizing Point of View: A Critical Reading Skill in the Social Studies," *Social Education*, February 1980, pp. 152–156.

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What was their specialized knowledge or experience?
How would you describe the authors' tone of voice? (Formal, angry, respectful, other?)

2. *Audience*(s): Who were the intended reader(s) or listener(s)?
Were there other readers or listeners beyond those originally intended? Who?
How did the audience affect the ways the author(s) presented ideas?

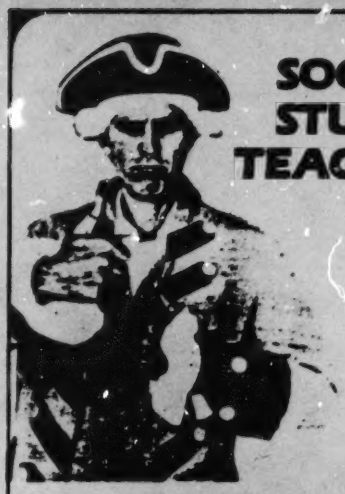
3. *Purpose:* What was the explicit intent behind this document? (To do what? Or cause what to happen?)
What was the relation between this intent and other policy or practice?
Was there an implicit purpose, or hidden agenda, behind this document?
Who benefited, directly or indirectly, from the policy reflected in the document?

4. *Context:* What were the date and place of the document?
What was the interval between the initial problem or event and his document which responded to it?
What medium or form was the document communicated through? (Newspaper, government record, letter, other?)
Where was the document written and read?
What were other events or conditions at the same time that could have affected the reading or writing of the document?

5. *Meaning:*
Is there any ambiguity in the literal meaning of the document? Which words?
Are there striking omissions in the document? How does this affect its meaning?
Does the organization of ideas or the repetition of themes in the document suggest those that the writer(s) believed most important?
Are there any confusing terms in this document? Which words?
Can you detect bias in the choice of any words or terms? Which?
Can you detect any underlying assumptions (of values or attitudes) revealed in any loaded remarks or passing remarks? What?
Can you sense any contradictory or conflicting attitudes or issues expressed in the document? What?
How does the form or medium affect the meaning of this document?

6. *Corroboration:* Do other sources support this document? How do other documents from this period illuminate or contradict this document?

7. *Reference Sources:* If you need additional background information to answer these questions confidently, which reference sources could you consult? □



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SUPPLEMENT NUMBER 35
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ALFRED J. CAMPANELLA, EDITOR

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Teach students to evaluate historical information

Level: Middle School, Senior High School

Sleuths in the Classroom

STEPHEN M. PUSEY, Assistant Professor of History, and Social Studies Education
Olivet Nazarene College, Kankakee, Illinois

Studying history is more than accumulating facts. It is a methodological analysis of how a multitude of facts are interrelated, of why past events occurred, what resulted, and how those results affect us today and in the future. The historian is not concerned simply with searching out a fact to memorize it. Rather, the historian combines facts of significance, dissects them, and gives them a microscopic examination—all in an attempt to determine if they have any meaning. The historian's approach is similar, in many respects, to that of a scientist trying to determine the cause of a flu epidemic or Sherlock Holmes seeking to solve the mystery of the "speckled band." All systematically seek the truth.

With this view in mind, I have come to believe that it must be as much the goal of the history teacher to teach students how to study history as it is to study history itself. In order words, I see a student's understanding of the methodology of history and his acquisition of research objectivity being just as important as, if not more than, his understanding of the content.

Possibly the most difficult problem in evaluating historical information is that of determining what is important or true amid the mass of often conflicting information and of judging what is accurate or inaccurate in the sources read. Students must come to realize that errors exist in historical studies because of human mistakes, biases, and legitimate differences of viewpoints; that history allows for no single-factor interpretations; and that it is difficult to evaluate historical events and decisions because we do so from today's perspective rather than from within the light of their own time. Most important, students must learn to recognize their own biases and those of their contemporaries, as well as those of historians and historical figures. The ultimate virtue of the historical approach is the ability to see all sides of a question, no matter which position the individual prefers.

Below is a description of one activity I have used to acquaint students with the methods of historians. The pursuit of historical truthfulness is demanding, and even the best historians fall short at times, but the effort to rise to the challenge can offer a great educational opportunity for students. This activity was designed to be used as an instructional aid to help students develop the attitude of mind needed for evaluating historical information. The picture selected for the lesson need not merit any particular historical

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significance. Rather the activity as a whole should provide the student with some awareness of the problems associated with the passing down of historical information and of the objective approach that must be taken in bringing meaning to any past event.

Preliminary Activities

1. Assemble the following instructional materials: a slide or filmstrip projector, a screen, and a slide or filmstrip picture with an historical setting. Choose a scene which is likely to be unfamiliar to students. I have often used a picture depicting life in a medieval town.

2. Select eight students—five (or more) "historians," a doorkeeper, a "scribe," and a projectionist.

Procedure

1. Introduce the activity to students. Explain that all but one of the "historians" will be escorted out of the room by the doorkeeper. After they have left, the projectionist will be instructed to turn on the projector. A picture will be shown on the screen. Historian #1 will have one minute to view the picture after which time the projector will be turned off. Historian #2 will then be escorted into the room. Historian #1 will describe the picture to him. The same procedure will be followed as #2 explains the picture to #3 and so on. Only historian #1 will have the opportunity to view the picture. The "scribe" will record the account given by each of the historians.

2. Carry out the steps outlined in number 1 above. Some suggestions for the teacher follow:

   a. While one historian is describing the picture to another, both students should face the group. The picture can then be shown to the group on the screen behind them. Be certain the projectionist turns off the projector when each historian is being escorted into the room.

   b. Caution the students not to laugh, comment, or coach the historians in any way during the demonstration. Do not permit the student who is receiving an account of the picture to "pump" his colleague for clarification of points or additional information.

   c. Ask the last historian to tell the whole group his version of the picture. Insist that all participants talk loud enough for all of the students to hear.

   d. If time permits, repeat the demonstration selecting a different picture and more volunteers.

3. After the demonstration has been completed, have the "scribe" review the whole sequence of accounts with the group. This allows each historian to be updated on the activity and brings some continuity to the total demonstration.

4. Discuss the activity. The demonstration itself usually makes a strong impression upon the students; however, it can be reinforced greatly and can be used most effectively to direct the students' attention into an examination of the nature and study of history, if it is followed by a good discussion. Points such as the following can be made:

   a. Inform students of the limitations of the demonstration. For example, there was little time after the reporting of the "event" (picture) to allow the participants to get confused. Also, the historians probably shortened their accounts because of the audience. Finally, the event depicted in the picture was possibly quite simple compared to a historical event.

   b. Examine how exaggerated changes on a report can become or how simplified the story can become as the story is passed along. This happens even though there is no desire on the part of the people involved to do so. Provide the students with some examples of distortions in history. For example, Robert Fulton was not the inventor of the steamboat, the "Rough Riders" ran up San Juan hill, and Paul Revere never reached Concord to warn the colonists that "the British are coming." Ask students why historical events are often distorted. They might suggest: misunderstanding of events, differences of viewpoint, complicated events are often summarized, or that people often remember what they want to remember.

   c. Discuss the importance of interpretation in the understanding of historical events. A related follow-up activity I have used is to have students read from the writings of Frederick Jackson Turner, Arthur Schlesinger, Sr., and Charles Beard.

   d. Ask students how historians can find the truth about past events. Stress to students that all "facts" are not debatable. There is information which cannot be disputed. Scholars must distinguish between "fact" and "interpretation." Discuss types of sources, the historical method, and how the validity and reliability of sources is determined. Stress that primary sources, those closest to the original happening, are most reliable.

   e. Examine the problems associated with bias, prejudice, and perspective. Students in the demonstration remembered and emphasized differ-

ent parts of the story according to their own background and experience. Students are most likely to describe items in the picture in terms most familiar to them.

5. Matters should not be left here. It is often disconcerting to students to find that there are conflicts of viewpoint and even of fact among historical information. The danger is that they may become skeptical of everything—so much so that they may decide that they can't believe anything and thus begin to doubt all evidence and information that is presented to them. Therefore, it is important to make students understand that they can find accurate and reliable information about the past if they do so through a systematic approach. The minimal list of questions which follow can serve as a guideline to students as they evaluate any historical information. These are cautionary questions whose purpose is not to demolish historical truth, but to refine it.

a. How well could the author observe the thing he reported? Was his physical location suitable to sight, hearing, or touch? Was he limited in any way in understanding what he witnessed such as not understanding the language or not having some expertise required (e.g., law, military).

b. Is the meaning of the historical statement different from its literal meaning? In other words, are words used in meanings not employed today? Is the statement meant to say something other than it says?

c. Was the author biased in any way?

d. Did the author report the event immediately? What kinds of reporting instruments did he use? Were they reliable?

e. What was the author's intention in reporting? For whom did he report? Would that audience directly or indirectly cause the author to distort his reporting?

f. Was the author indifferent on the subject reported, thus, while not intending distortion, possibly careless in his remarks and observation? Was he just offering a guess?

g. Are there contradictory accounts of the event? Do any statements seem inherently improbable such as being contrary to human nature, or in conflict with what we know?

h. Do the student's own biases or preconceptions distort his view of the source or the exact statement in it? □

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Use a variety of activities to give students an understanding of totalitarian concepts and national human rights violations.

Level: Senior High School

A Unit on *1984* and International Human Rights

SAM TOTTEN, Doctoral Candidate, Teachers College, Columbia University

Objectives:
Use a variety of activities to give students an understanding of (a) totalitarian concepts found in such literature as *1984*, and (b) international human rights violations.

Resources
Local representatives of international human rights organizations

Daily newspapers and weekly magazines

Fiction (*1984* plus one other work): *Animal Farm, Anthem, Darkness at Noon, Fahrenheit 451, The Trial, Brave New World, One Day in the Life of Ivan Denisovich.*

Nonfiction: *Missing* by Thomas Hauser, selections from *Convictions: Political Prisoners—Their Stories* by Arthur Dobrin, et al., selections from *Gulag Archipelago* by Aleksandr I. Solzhenitsyn, *The Writer and Human Rights* by the Toronto Arts Group for Human Rights.

Handouts published by Amnesty International (3618 Sacramento Street, San Francisco, CA 94118 or 2112 Broadway, New York, NY 10023) on deprivation of human rights.

Reader's Guide to Periodical Literature

Films: "Puppets" (Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017); "Hangman" (McGraw-Hill, 1221 Avenue of the Americas, New York, NY 10020); "Prisoners of Conscience" (Film and Human Rights Library, Facets Multimedia, 1517 West Fullerton Avenue, Chicago, IL 60614); "South African Essay: Fruit of Fear" (Association Instructional Materials, 866 Third Avenue, New York, NY 10022).

Maps: "Map of Freedom" (Freedom House, 20 West 40th Street, New York, NY 10018) or "Maps 'N Facts" (Friendship Press, 475 Riverside Drive, New York, NY 10027).

International Human Rights Kit (World Without War Bookstore, 67 E. Madison, Suite 1417, Chicago, IL 60603).

Social Studies Objectives
The learner will:

1. Define and discuss the significance and/or connotations of terms related to totalitarian concepts in *1984* and similar literature.
2. Define and discuss the significance of terms related to human rights.
3. Define and give examples of various types of political situations and governments.
4. Define and give examples of human rights deprivation.
5. Identify the international charters, courts, and commissions concerned with human rights, and the rights they guarantee.
6. Identify and describe the work of a human rights organization.
7. Identify ways to work for human rights.
8. Recognize the widespread deprivation of human rights throughout the world.
9. Describe the machinations of a totalitarian state.

Language Skills
The learner will:

A. Write sentences correctly.
B. Write a paragraph using sequential order.
C. Write an essay using correct form.
D. Locate and use information.
E. Select, read, and summarize articles.
F. Participate in small group discussions.
G. Participate in large group discussions.
H. Develop and conduct a questionnaire.
I. Use media to convey a message.
J. Listen critically.
K. Participate in a debate.
L. Read and analyze fiction.
M. Read and analyze nonfiction.
N. Write a short critical paper.
O. Write formal letters.
P. Write newspaper articles.

Suggested Activities

1DG Have students define and then discuss the significance of the following terms: *1984*, Big Brother, oppression, repression, despotism, secret police, draconian, censorship, surveillance, paranoia, purge.

1DI Divide the class into groups. Have each group research and then prepare a poster illustrating a totalitarian concept found in *1984*, such as Big Brother.

1HG Work with students to develop a questionnaire on human rights violations in our world today. Once the questionnaire is developed, have students poll the views of 20 peers, 10 teachers, and 10 adults outside the school. Discuss the results.

2DG Define and discuss the significance of the following terms in relation to the concept of human rights: prisoner of conscience, dissident, torture, subversive, apartheid, deprivation, persecution.

3DG Define and discuss the following types of political situations and governments: democracy, totalitarianism, left wing, right wing.

4DE Using information from various sources, have students draw a map and then label 20 countries that have deprived their citizens of basic human rights. List the five most common types of human rights deprivation in each country.

4ABDGE Have students use the *Reader's Guide to Periodical Literature* to find recent articles on the deprivation of human rights. They should read and summarize their articles and then discuss their findings.

4ABDGE Have students use the *Reader's Guide* to find recent articles on the use of computers as a "tool" to spy on or control a country's citizens. Have them read and summarize their articles and discuss their findings.

4678JG Invite a local representative from a national/international human rights organization to discuss and give examples of human rights violations, identify the international charters, courts, and documents concerned with human rights and the rights they guarantee, describe the work of human rights organizations, identify the ways an individual can help in

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the fight for human rights. A class discussion should follow.

8ABCEFG Divide the class into groups and assign each group one of the following topics: the U.N. Declaration of Human Rights; Helsinki Accords; U.N. Commission of Human Rights; World Court; Declaration of the Rights of a Child; UNESCO. Have each group research its topic and give a short oral presentation on the strengths and weaknesses of each.

87ABDEFG Divide students into small groups and assign each group one of the following Amnesty International sub-groups: Campaign for the Abolition of Torture, Prisoner of the Month Campaign, Adoption Group, Urgent Action Campaign. Students should read, discuss, and summarize the work and actions of each Amnesty International sub-group and then present their findings to the class. A question and answer period should be held at the end of each group's presentation.

7AGO Have students write to a local, national, or international human rights organization (obtain addresses from Human Rights Internet, 1338 G Street S.E., Washington DC 20002) and request petitions for a particular campaign. (Each organization usually has several campaigns going simultaneously. Some in the past have been: Abolition of Torture, Campaign Against Psychiatric Abuse, etc.). If the students are interested in and in accordance with the issue, have them circulate the petition among their peers, teachers, parents, etc. Prior to the actual distribution of the petition, conduct an in-depth class discussion on the substantive issues at hand. This is to insure that the student is an informed petitioner and not merely going through the motions. (**This activity should *always* be optional.**)

7GFKJ Discuss the full meaning and significance of Santayana's injunction: "Those who do not remember the past are condemned to repeat it." Discuss it from a personal, national, and international point of view. Two or more students may wish to debate the validity of this statement.

8ABDE Using local newspapers and/or weekly magazines, have students keep a scrapbook on the deprivation of human rights, the work of human rights organizations, or examples of totalitarianism. Students should cut out, mount, and write a succinct synopsis of at least three articles a week.

8GFJ Discuss the meaning and significance of philosopher Albert Camus' statement, "The 17th Century was the century of mathematics, the 18th that of physical sciences, the 19th that of biology. Our 20th Century is the century of fear."

8JG Have students watch and then discuss a film on the deprivation of human rights.

8ABCDEF GJM Using the *Reader's Guide*, have students report on the Berlin Wall (purpose, location, physical description, etc.). Conduct a class discussion of students' findings.

8ABCDEF GJM Have students write a short report on apartheid (purpose, where practiced, ramifications, etc.). Discuss students' findings.

8FDJ Divide the class into groups and have each group prepare a poster illustrating some aspect of human rights deprivation. Posters may be of any medium (drawing, collage, photograph, etc.).

9ABCDEF GJM Have the students write a short report on violations of human rights committed during Stalin's rule of the Soviet Union. Conduct a class discussion of the students' findings.

9GJLM Discuss various pieces of fiction and nonfiction concerned with the totalitarian state (see the list of selected works listed under resources).

9ABCJ After having read and discussed numerous selections, both nonfiction and fiction, and/or viewed a film, on the machinations of a totalitarian state, students will write an essay discussing the topic in detail.

9GJ Students will discuss, as a class, the following statement: "Totalitarian countries are justified in using drastic measures (which involve human rights violations) if they lead to the stabilization of a nation and/or the end of starvation and poverty." □

Classroom Teacher's "Idea" Notebook

SUPPLEMENT NUMBER 36
APRIL 1984
ALFRED J. CAMPANELLA, EDITOR

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106 Teaching Critical Thinking Skills—Brad Rudin, page 279.

About the Classroom Teacher's "IDEA" Notebook

This supplement, which appears periodically in *Social Education*, has been designed to meet some of your needs in the classroom. The material presented is as practical, concrete, and specific as possible; and the focus is on the student. The purposes of this supplement include the following:

1. To report what individual teachers are doing in their instructional practices;
2. To present methods, techniques, and strategies employed by teachers;
3. To publish facsimile copies of classroom materials developed by teachers for specific lessons;
4. To provide a vehicle for teachers to publish original instructional materials they have prepared and to explain or describe successful practical techniques they have employed in their instruction;
5. To establish a service for teachers from which they may solicit information and suggestions involving practical problems in instruction that confront them;
6. To provide a place in *Social Education* where actual practices in instruction may be read, evaluated, and adapted by teachers;
7. To give professional recognition to teachers with innovative and creative ideas, and to disseminate these ideas to a wider audience;
8. To suggest potential areas for research on methodology and materials.

Many very informative and interesting examples of classroom activities and suggested lessons have been sent to the editor. They begin to reflect the vast number of options that are available to social studies teachers. Won't you send in your ideas to:

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104

Use moving and manipulative maps to stimulate and promote active learning

Level: Middle School and Junior High School

Using Maps That Move

THOMAS N. TURNER, Professor of Education, The University of Tennessee, Knoxville

Movable or moving maps are essentially, like any maps, cartographic representations of both real and hypothetical or imaginary places. The difference is that the maps are made so that children can manipulate and assemble parts. In their simplest form, manipulable maps are jigsaw puzzles. Most often the manipulation involves either assembling or disassembling a set of map parts. Distinguishable types of movable maps are (1) those that are "people-held" (and therefore constantly in a state of movement or change), and (2) those which are "people-placed" ("jigsaw" type maps that move only until assembled). In both cases, experimenting with various arrangements, positions, and presentations of the various parts is the key to instructional use.

Learning about maps and how to use them is sometimes difficult. It is not just that maps are simplifications and miniaturizations of reality. Neither is the difficulty only that maps involve abstractions, including symbolic use of lines, figures, and colors. Were these the only problems the learner had, the orientation of maps to reality would be serious enough. The real problem, though, is that young learners have few experiences using maps. Such experiences should enable them to see the purposes of tasks involving getting information from maps or using maps to achieve particular objectives. Here, then, are a number of activities using both people-held and people-placed maps which may aid such development of experience and purpose.

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"People-Held" Maps

Begin with a fairly large, fold-up type map. Commercial maps, United States government maps, maps from publications such as *National Geographic*, or State highway or parks or recreation maps are usually quite satisfactory. It will not matter how cluttered with information the map might be. The only necessary feature is that the borders of countries and/or states are clearly delineated. A dark felt marker may be used to outline those borders if they cannot be seen clearly. Project the maps, a section at a time, onto a wall using an opaque-type projector. When the largest possible clearly focused picture is obtained, tape several sheets of posterboard or heavy paper to the wall. All the pieces of cardboard or paper should be the same size. The result should be a checkerboard-like arrangement. The total size should be slightly larger than the projected map image. Using a large dark-colored crayon or a felt-tipped marker, outline the basic features on the posterboard matrix (show such things as national borders, state boundaries, coastlines, major rivers, and other features). No matter how many sessions are needed, be careful to keep the projector at the same distance from the image so that the traced map has a consistent scale. When the task is completed, remove the resulting map from the wall and separate the component pieces. Pin the original map to a bulletin board but cover it so that it cannot be seen. It may then be used as a reference at selected times.

Map Assembly Activity 1

This is a map reconstruction activity. Begin by giving the sheets at random, one to a student. If risers or steps are available or some suitable substitute can be put together, the traced map can be more visible as it is reassembled. Students try to reconstruct the map working as a team. All map pieces should be kept visible. Students keep sections held in front of their bodies. Assemble the map several times until the task becomes routine. After each assembly, re-collect and mix the sections so that the map information itself may be used to rebuild the map. Between each "map-making" exercise, refer to the original map from which the image was drawn. Students can add map information to their own sections that will help the next effort to locate the section in the subsequent assembly.

Map Assembly Activity 2

Using an assembled "moving map" (resulting from Activity 1), number each section on the lower right-hand corner. With a paper cutter or heavy scissors cut each section into four equal parts. There should now be enough sections for every student in the class to have one piece. Again, randomly distribute all the quarters to students. Have all the students come to the front of the room. Place any excess quarters on the floor. Have all the students decide with which other pieces their own quarters go. They then join that section. When all student-held sections are placed, have each incomplete group choose the extra floor quarters that complete its own section. Finally, reassemble the entire map on the floor.

Profile Maps (People-held *or* People-placed)

Long sheets of paper or rolls of shelf paper or butcher paper are needed for any profile map. A *Profile map* shows an east to west or north to south cross section upon any single plane. It shows differences in elevation, habitation, vegetation, etc. The features are shown as seen in cross section (side view). For these activities these profiles are divided into ten or more sections which may be placed in a line to form the total cross section. Profiles may be of land masses (such as a continent) or political entities such as a nation, state, or city. Real or imaginary (hypotheses) areas may be profiled. Such outlines must be simplified. Features shown on the profile might include the following:

Vegetation
- Forests
- Deserts
- Grassland
- Tundra
- Steppes
- Glaciers
- Rain forest

Land Form
- Valleys
- Hills
- Mountains
- Wadies
- Canyons
- Peninsulas
- Bluffs or cliffs
- Mesas
- Islands
- Sand bars
- Sand dunes
- Marshes
- Delta
- Plains

Human Adaptations
- Fence lines
- Cities and towns
- Railway tracks and crossings
- Dams and bridges
- Different types of roads
- Highways
- Factories
- Different types of buildings
- Trails

Bodies of Water
- River beds
- Lake beds
- Ocean trenches
- Waterfalls
- Natural springs
- Streams
- Fords
- Oases
- Coves
- Bays
- Wells
- Seas/oceans

Profile Maps Activity 1

Begin with sets of hypothetical profile sheets. Have enough cards in all for each child to have one section. The students should be told that there are several logically correct ways that these sections can be put together. Divide the class into two to four teams, each team with a set of profile cards. Have each team randomly distribute their set of cards. The class must then assemble a profile (adding sections one at a time). Sections can either be hung with clothes pins to a rope stretched across the room, or put on a bulletin board, or held by the students themselves.

All added sections must "fit" geographically. That is, they must make sense from the standpoint of being possible in a real cross section of territory.

RULES OF PLAY

(1) Teams alternate in play and play one profile section per turn, but anyone on the team may be used at any turn.
(2) Teams may add to either end of the profile. The end mark on the added piece must be within two inches up or down of the adjoining piece.
(3) A point is awarded to each team for each added profile section.
(4) After the first two rounds, each team gets a "free pass" if its members can accurately predict one turn *before* their own that they *will* be able to play. If they make such and fail to play, they lose two points. The free pass gets their team a prediction and a point on a turn at which they cannot make a play.
(5) If a team cannot play and does not have any free passes, a point is subtracted from the team score.
(6) When one team has used all its sections, the play ends.

Profile Maps Activity 2

Begin with small profile sections as a basis for discussion of the "logic" of geography. Let students try to determine what features can be predicted in adjoining sections. Experiment with different add-ons, each time talking about why the section is likely and logical or not. Show or have students try to find maps where similar features exist side by side. For example, a delta is not likely to be in a mountainous region. Experiment by trying different combinations of sections and discussing the likelihood of the geographic features being next to one another.

Placed Puzzle Maps

Placeable maps are those that can be put together or assembled by one or more students. Both partially assembled and fully assembled maps may be displayed, added to, and disassembled at will. Jigsaw maps are one such type of placeable map. Two types of materials can be used for Jigsaw maps. The first is a set of cards or sheets of paper. On these cards (equal in size and at least 9" × 9") landforms are drawn as seen from above (general view). Each card must show only one geographic feature or map concept. For example, one may show a cave, another an island, etc.

The second type of material is large printed or drawn paper maps. The amount of detailed information on each map used and the size of that map may differ depending on the group. Maps used for these activities are cut into equal sized squares. (If desired, a posterboard of the same size may be first pasted on the back to give the squares strength. This can provide extra strength as well as a way of self-checking.)

Placeable Maps Activity 1

CHECKERBOARD JIGSAW MAPS GAME

Make two large checkerboard-type square grids on a floor or paved area. Masking tape, paint, or chalk may be used for the outline. The sections should each be the same size as the map squares (material type 2). Divide the class into two teams, each with a complete set of squares given in random order one or two to each team member. Neither group should have seen the map previously. Teams have a "batting order." Move each member of each team in alternating order.

On his or her turn, a team member may either place one of his or her own squares on an empty square or move one other previously placed square on their own board (to prolong the game, let them move those of others as well). The team that assembles a complete map in the fewest turns wins.

Placeable Maps Activity 2

INVENT A MAP GAME

Make two square grids on the floor, each square equal in size to that of the land feature, as in the previous activity. Number sections of the grid sequentially. A caller randomly chooses and calls grid numbers. Each of two teams must place a square that makes "geographic sense" in the chosen square of the team's map. A time limit of 60 or 120 seconds might be used. Points are given only if the square makes "geographic sense."

Conclusion

Moving and manipulatable map activities possess a number of qualities which seem to promote active learning. Students are involved not only with their own pieces in the map construction, but there is suspense in waiting for the last piece to go into place. Like watching someone working on a jigsaw puzzle, even the act of observing is far from passive, and onlookers keep wanting to tell how some part goes. Among those aspects of movable maps which offer the greatest benefit to the learning process the following seem to be most important:

1. Such maps provide participation, an involvement causing students to realize that maps are active rather than passive learning tools.
2. Movable maps provide concrete sensory visual (tactile and kinesthetic) experiences to teach often abstract map concepts.
3. The map-making involved allows for focus on specific map features and simplification of complexities. Thus, the central teaching-learning issues are more directly addressed and pointed out.
4. Such maps help students to recognize and understand that maps are models of a portion of the earth's surface; that maps are symbolic and miniaturized; and that maps present simplified selected features. □

105

Use the art of letter writing to teach political, social, and cultural history

Level: Middle School and Junior High School

Letter Exchanges: Living Through the Past in a Fictional Correspondence

JOAN BRODSKY SCHUR, Teacher of Seventh- and Eighth-Grade History and English at Village Community School, New York City

A Letter Exchange aims to enliven the teaching of historical events by asking students to write each other letters as imaginary correspondents living through the period under study. It is an excellent way to get students actively involved in what might otherwise appear to them to be dry, meaningless facts. Given a "personal stake" in events and writing to someone who may hold opposing views on the is-

Assignments for *A Jacksonian America Letter Exchange*

ROUND ONE: 1829

Political: The Tariff of Abominations was passed by Congress in 1828 to help protect U.S. industry (primarily in the North) from foreign competition. Writing a year later, describe how this tariff has affected you and your neighbors.

Personal: Describe your ongoing personal life, such as business or farming successes/failures, family life, births, marriages, deaths, etc.

Cultural-Scientific: Describe an experience with one of the latest modes of transportation; e.g., canalboat, steamboat, railroad.

Enclosure: Enclose a picture of your imaginary self. For this purpose, students may sketch or photocopy pictures from books. (For the 1850s onward, they may also enclose old family photographs or "doctor" recent ones to make them look old.)

ROUND TWO: 1830

Political: Senators Webster and Hayne have just had a debate on states' rights and nullification. What are your views on these issues and why?

Personal: See Round One.

Cultural-Scientific: Describe a cultural event or social gathering such as a concert, play, lecture, church service.

Enclosure: Enclose a drawing such as a map, or layout of your plantation, a political cartoon, or advertisement, etc.

ROUND THREE: 1831–32

Political: The Bank War. President Jackson is firmly opposed to rechartering the national Bank of the U.S. Should he veto the new charter? Depending upon where you live, and your occupation, how do you feel about this issue?

Personal: See Round One.

Cultural-Scientific: Describe a recent book or publication you have read; e.g., "The Liberator," *The Last of the Mohicans, The Emigrant's Best Instructor.*

Enclosure: A keepsake or small package: e.g., lock of hair, pack of seeds, legal document, locket.

ROUND FOUR: 1832

Political: Andrew Jackson is running for a second term against Henry Clay. Are you a Democrat or National Republican? Whom do you favor, and why?

Personal: The final letter should express how the correspondents feel about each other, given their differing political views. Were their disagreements strong enough to rupture the relationship?

Cultural-Scientific: Describe an experience involving a new household, business or farm invention such as the cotton gin, McCormick reaper, telegraph.

Enclosure: Enclose a "clipping" from your local newspaper.

sues, students are able to see just how dramatic and controversial the events were to those who lived through them.

Pairing-Up Correspondents

The teacher must first announce to the class the dates of the three-year or four-year time span to be covered in the Letter Exchange. Events directly preceding the Revolution or Civil War work well. Examples to follow come from a sequence on the Age of Jackson.

After each student gets a partner, the pair must establish where each of them lives, their occupations, how they know each other, and why they are corresponding. The first class session ends with each student writing out his or her imaginary name, address, and a brief autobiographical sketch.

Partners should be told that they must choose to live in different sections of the United States or occupy different social classes from one another. This way, when it comes to writing, they will be more likely to hold differing perspectives on some issues. For example, "Sarah Winslow" of Boston might be writing to her married daughter in Cincinnati about the 1828 election campaign of John Quincy Adams *vs.* Andrew Jackson. In 1829 "Phillip Edwards, Esq." of New York might be writing to a former college friend in South Carolina about Calhoun's latest speech on nullification, and so forth.

Letter Assignments

Assignments, illustrated in the chart below, require students to mention various personal, political, and cultural topics in each of their letters, as well as to send enclosures. The purpose is not to set up a rigid format, however, but rather to encourage students to develop highly imaginative, personal, and historically evocative letters of their own.

To initiate the sequence, each pair of students must be divided into an A and B member. Partner A is now ready to write the Round 1 letter. When all these are collected by the teacher, or class "postman," they are distributed to the addressees. Partner B now has a few days to complete the Round 1 assignment, carefully answering the letter he/she received. Now Partner A is ready to write the Round 2 letter, and so forth.

Results

The excitement generated by a Letter Exchange can be intense. Who doesn't love to receive mail? And here were letters to open with enclosed pictures, keepsakes, and clippings! Many of my students found vellum stationery, black ink, and seals to use and—rather miraculously—wrote their letters in a script whose elegance was worthy of the nineteenth century. Students became increasingly involved in the personal lives of their imaginary characters. By Round Four, pairs discovered that they had actually plotted complete stories together.

The Exchange also greatly enhanced class discussion. Classes that I taught on such ordinarily dry topics as tariffs and banking were made lively and interesting as each student thought, "I'm a New York City importer—how would I have reacted to that tariff?" Or, "I'm trying to buy land in Tennessee—how would that law have affected *me?*" Because students were required to write about the cultural, social, and scientific life of the era, these political events were put into a total context they could suddenly envision.

Follow-Up Activities

When the sequence is finished, letters can be displayed on bulletin boards, or pairs can come up and read out loud their correspondence to the class. An excellent follow-up activity is a simulation or debate (a Clay *vs.* Jackson election debate, for example) in which students can draw on the numerous political perspectives reflected in their letters. Another natural outgrowth of a Letter Exchange is a class-written history play in which students can make use of the wealth of characters and plots they have already developed. □

106

Use different approaches to teach students how to think

Levels: Junior and Senior High School

Teaching Critical Thinking Skills

BRAD RUDIN, Associate Social Studies Editor, Prentice-Hall, Inc.

Teachers abandoned rote memorization in their classrooms because they recognized that the social studies have more to offer than information. Social studies should teach students how to think critically about the information they receive.

High school students should be able to recognize valid generalizations, draw inferences, recognize unstated assumptions, and identify cause-and-effect relationships.

Faced with a barrage of facts presented by office seekers, office holders, editorial writers, special interest groups, and advertisers, students need the skills to analyze information.

In addition to the development of critical thinking, an emphasis on skills offers another benefit. Students who analyze information are more likely to retain it than those who learn by rote. For example; the process of drawing inferences from a reading selection

will increase comprehension and thus allow the material to become firmly rooted in the student's mind.

The activities presented below suggest ways to teach seven social studies skills. Mastery of these skills will help students to think more critically about what they read.

1. Analyzing Statistics

When analyzing statistics, students should be able to recognize conclusions that are supported or refuted by the data. They should also be able to recognize conclusions about which the data is silent.

Directions: Study the following table and read the statements that are listed below. Label the statements according to the following key:
T—if the information in the table shows the statement is true.
F—if the information in the table shows the statement is false.
O—if the information in the table fails to show whether the statement is true or false.

Unemployment in the United States

Year	Unemployment Rate	Year	Unemployment Rate
1920	4.0%	1927	4.1
1921	11.9	1928	4.4
1922	7.6	1929	3.2
1923	3.2	1930	8.7
1924	5.5	1931	15.9
1925	4.0	1932	23.9
1926	1.9		

____ 1. Unemployment declined between 1921 and 1923.
____ 2. Unemployment increased during the early 1930s because of President Hoover's economic policies.
____ 3. Unemployment reached its lowest point in 1928.

2. Recognizing Valid Generalizations

After reading a selection from their text, students should be able to recognize generalizations that are supported or refuted by information in the selection. As in analyzing statistics, students should be able to recognize conclusions that are neither supported nor contradicted by the information provided.

Directions: Study the following passage and read the statements that are listed below. Label the statements according to the following key:
T—if the passage shows the statement is true.
F—if the passage shows the statement is false.
O—if the passage fails to show whether the statement is true or false.

Declining trade and loss of foreign markets forced British manufacturers to cut back production and lay off workers. Unemployment, which stood at 700,000 in 1920, jumped to over 2 million, almost a quarter of the work force, in 1921. Although unemployment declined in 1922, the number of jobless did not sink below 1 million during the rest of the decade.

____ 1. Unemployment was a serious problem in Britain during the 1920s.
____ 2. Patterns of world trade during the 1920s benefited British workers.
____ 3. Unemployment in Britain increased the strength of the Labor Party.

3. Finding Cause-and-Effect Relationships

Students should be able to recognize cause-and-effect relationships. Finding these relationships is more challenging when they are placed among a group of statements that are true. Because all the statements below are true, *factual accuracy does not provide a clue to causality.* The following activity could be based on any standard textbook account of President Kennedy's policy toward civil rights.

Directions: A set of three statements about President Kennedy's policy toward civil rights is listed below. All of the statements are true, but only two of them form a cause-and-effect relationship. Identify the statement that represents the cause with the letter C and identify the statement that represents the effect with the letter E. The remaining statement should be left alone.

____ 1. President Kennedy moved cautiously on civil rights legislation.
____ 2. President Kennedy sent federal troops to integrate the University of Mississippi.
____ 3. President Kennedy needed the support of southern Democrats in Congress for his domestic programs.

4. Distinguishing Relevant from Irrelevant Information

Not all information is equally helpful in understanding the cause of a particular development. Some facts may be relevant to the issue, while others may be irrelevant. Students should be able to distinguish between relevant and irrelevant information. The following activity could be assigned after students have read about the causes of World War I.

Directions: Several statements about international relations before the outbreak of World War I are listed below. All of these statements are true. Place a check next to the statements that help to explain the causes of the war.

____ 1. During the 1890s, Britain remained outside the alliance system that divided Europe.
____ 2. Germany offered Austria-Hungary a "blank check" after the assassination of Francis Ferdinand.
____ 3. In 1908 Austria annexed Bosnia and Herzogovina.
____ 4. Britain and Russia vied for control of Iran.

5. Recognizing Unstated Assumptions

Students should be able to recognize the assumptions that underlie an author's argument. The following activity will help them master this skill.

Directions: Unstated assumptions are part of every author's work. These are ideas that are taken for granted, but not expressed directly. Read the following excerpt from Winston Churchill's "Iron Curtain" speech, delivered in Fulton, Missouri on March 5, 1946. After you read the passage, review the statements listed below. Identify the statement that represents an unstated assumption of the author.

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From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of central and eastern Europe. Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest, and Sofia, all these famous cities and the populations around them lie in what I might call the Soviet sphere, and all are subject, in one form or another, not only to Soviet influence but to very high and in some cases increasing measure of control from Moscow.

___ 1. The Soviets have improved living conditions in Eastern Europe.
___ 2. The Soviets represent a menace to Europe.
___ 3. The democratic nations of the world are incapable of stopping Soviet expansion.

6. Analyzing Points of View

Students should recognize the implications of a point of view. This skill involves identifying those arguments that are consistent with a point of view.

Directions: Study the following quotation from the work of Alexander Hamilton: "The people are turbulent and changing; they seldom judge or determine right." Based on this quotation, place a check next to those statements listed below which would probably receive Hamilton's approval.

___ 1. All adults should have the right to vote.
___ 2. The President should be elected by the people.
___ 3. The right to vote should be given only to those who have passed a strict qualifying test.
___ 4. The popularly elected branch of government should be checked by a branch whose members are appointed.

Another way of encouraging students to understand the implications of a point of view is to have them assume the perspective of the opinion-holder. Divide the class between holders of opposing points of view.

Directions: Two events that took place during the diplomatic crisis of the 1930s are listed below. Imagine that you are an editorial writer for a pro-appeasement British newspaper (the other half of the class should take the anti-appeasement side). Write an editorial in response to the following events:

1. Germany sends troops into the Rhineland.
2. Germany, Italy, France, and Britain convene at the Munich Conference.

7. Recognizing Inferences

Recognizing inferences that can be drawn from a reading selection is an important social studies skill. The activity that follows develops the students' ability to recognize correctly-drawn inferences.

Directions: An inference is a conclusion reached by reasoning from known facts. For example, if you hear a report that forecasts hot and humid weather, you could infer that many people will feel uncomfortable. Several statements relating to an excerpt from President Kennedy's Inaugural Address are listed below. Read the excerpt and each statement carefully. If you can infer that a statement is correct, write T in the space provided. If you can infer that a statement is incorrect, write F in the space provided. Write O in the space provided if you cannot infer whether the statement is true or false based on the facts presented.

. . . Let the word go forth from this time and this place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a cold and bitter peace, proud of our ancient heritage and unwilling to witness or permit that slow undoing of those human rights to which this nation has been committed, and to which we are committed today.

Let every nation know, whether it wish us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend or oppose any foe in order to assure the survival and success of liberty.

___ 1. President Kennedy met success in getting his legislative program through Congress.
___ 2. Foreign policy was a major concern to President Kennedy.
___ 3. The leaders of the Soviet Union probably welcomed this speech. □

Call for Contributors

One of the spring, 1985 issues of *Social Education* will feature a special section on "Critical Thinking in the Social Studies," guest-edited by Barry Beyer. In planning that issue, we are especially interested in hearing from social studies educators who have ideas about what should be included; names of potential authors; or outlines for articles on the proposed theme.

Please communicate directly with the guest editor, *by May 31, 1984*, at the following address: Dr. Barry K. Beyer, Department of Education, George Mason University, 4400 University Drive, Fairfax, VA 22030. (703) 323-2960

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Classroom Teacher's "Idea" Notebook

SUPPLEMENT NUMBER 30
NOVEMBER/DECEMBER, 1984
ALFRED J. CAMPANELLA, EDITOR

104 Studying Diplomatic Immunity—*Ann Veldhuis Olson*, page 567
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About the Classroom Teacher's "IDEA" Notebook

This supplement, which appears periodically in *Social Education*, has been designed to meet some of your needs in the classroom. The material presented is as practical, concrete, and specific as possible; and the focus is on the student. The purposes of this supplement include the following:

1. To report what individual teachers are doing in their instructional practices;
2. To present methods, techniques, and strategies employed by teachers;
3. To publish facsimile copies of classroom materials developed by teachers for specific lessons;
4. To provide a vehicle for teachers to publish original instructional materials they have prepared and to explain or describe successful practical techniques they have employed in their instruction;
5. To establish a service for teachers from which they may solicit information and suggestions involving practical problems in instruction that confront them;
6. To provide a place in *Social Education* where actual practices in instruction may be read, evaluated, and adapted by teachers;
7. To give professional recognition to teachers with innovative and creative ideas, and to disseminate these ideas to a wider audience;
8. To suggest potential areas for research on methodology and materials.

Many very informative and interesting examples of classroom activities and suggested lessons have been sent to the editor. They begin to reflect the vast number of options available to social studies teachers. Send in your ideas to:

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"Classroom Teachers' 'Idea' Notebook"
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West Long Branch, New Jersey 07764

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Use Case Studies to Analyze Diplomatic Privileges and Immunities

Level: College, Senior High School

Studying Diplomatic Privileges and Immunities in the Classroom

ANN VELDHUIS OLSON, Social Studies Teacher, North Springs High School, Atlanta

On November 4, 1979, the United States Embassy in Tehran and the Consulates in Tabriz and Shiraz were seized by demonstrators who took hostage all persons present, including some non-diplomats. At the same time, the United States Charge d'Affairs and two other diplomats were detained at the Iranian Ministry of Foreign Affairs. Iranian security forces refused to protect the Embassy and Consulates. Demonstrators ransacked Embassy and Consulate files, bound, blindfolded, and subjected the captured United States nationals to severe isolation, discomfort, and threats of criminal prosecution and death. The United States maintained that these acts violated treaties in force between the United States and Iran, as well as general principles of international law.[1]

It might generally be said that Americans learned more from this incident about international law and diplomacy than from any other single event. The United States hostage issue, as well as other current events in the media, provides an excellent method of acquainting students with international law and diplomacy.

To introduce the diplomatic world, one can use the analogy of diplomacy as an elaborate game with a multitude of players and countless rules, "played on a global scale."[2] Diplomacy, viewed by many as a Western invention,[3] has come under serious attack in recent years as the value of diplomats in an age of instant communication is questioned. Diplomacy has also become an extremely hazardous occupation as diplomats have been subjected to terrorist attacks, imprisonment, and death.[4]

To understand how the diplomatic world operates, one must

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[1] This introductory paragraph is based on Paul Joel Richard, "International Adjudication: Embassy Seizure—United States v. Iran," *Harvard International Law Journal*, 21 (Winter, 1980), 268–269.

[2] "Editorial Comment: The Iran Hostage Crisis: Easy Answers and Hard Questions," *American Journal of International Law*, 74 (April, 1980), 411.

[3] "Diplomacy's Darkest Hours," *Time*, March 17, 1980, 29.

[4] *Ibid.* See also "When Diplomats Are Targets—", *U.S. News & World Report*, July 16, 1979, p. 36 and "Foreign Terrorism Spreading to U.S.?" *U.S. News & World Report*, July 16, 1973, p. 37–39.

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look briefly at how diplomatic rules evolved. R. G. Feltham, in his *Diplomatic Handbook*, says that the world is divided into 150 or so units called states. "Every state is a member of a community and not only its actions but also its inaction affects . . . others."[5]

For nations to be able to coexist, it became necessary to develop "ground rules" that each would, in good faith, follow. "Diplomatic relations are regulated by law for the same reason as many other branches of human activity, namely from general recognition that only by doing so can affairs be conducted smoothly. . . . This body of law normally comes into operation after a state has agreed to accept the representative of another."[6]

The essential character of the diplomatic system is the permanence of an agent in residence at some foreign seat of government.[7] This agent, or ambassador, rarely works alone but serves as the head of a diplomatic mission which, as a team, provides an all important link between governments or between governments and international organizations by providing "communication of thought and ideas."[8]

The diplomat's function still is usually thought to be to guard the interests of the diplomat's government in negotiations with the country in which he or she resides. The use of diplomats in foreign countries by Western nations developed out of Renaissance concepts and later adjustments to meet new needs. According to some experts, the diplomat was originally a kind of spy, using money when he could, or any other means available to spread propaganda in favor of his/her own interests (even when designed to shake the stability of the local government), to undermine local political parties, and to obtain secret information.[9] In order to protect the diplomat, agreements were made between home state governments sending diplomats and host state governments receiving them. These agreements form the rules of the diplomatic game and are known as diplomatic privileges and immunities.

Among the privileges enjoyed by representatives of foreign governments are (1) protection of the diplomat, the diplomat's family, staff, and members of the diplomatic household, (2) protection by the host state of the residence, papers, archives, and correspondence of the diplomat, (3) immunity from criminal and civil action for the diplomat and members of his/her entourage, (4) the right to hold religious services of their own faith within an embassy, (5) the right to travel within the host state, and (6) immunity from taxation by the host state either on their income or purchased goods.[10] Diplomats, however, may be taxed for business enterprises not related to their diplomatic functions.[11]

Diplomatic representatives must obey certain customary rules in order to enjoy protection by a host state.[12] For example, they are expected to stay out of the politics of the host state. To publish or reveal secret information or correspondence with the host state is likewise prohibited as is covert espionage. Diplomats violating these rules are subject to expulsion. Typically, in such situations the host state will ask the home state to recall the person by declaring him or her a *persona non grata* (or unacceptable person). Should the diplomat refuse to leave, physical expulsion by the host state would be in order.[13]

Case Studies

Case studies may be developed to illustrate these various aspects of diplomatic privileges and immunities by using current media articles. A short search through *Reader's Guide to Periodical Literature* can uncover many articles that could form the necessary introductory reading for students. The teacher should review the key points in the pieces and define or clarify any terms used that might be unfamiliar to students. Students could be encouraged to write their own case studies to determine whether or not the concepts presented are clear to them. Student research presentations may take the form of short skits, role-playing, or debate. Class discussion could center around a specific issue, such as the United States hostage crisis, or on general topics, such as whether diplomats are as essential today as they once were or whether Third World countries of today are more likely than older nation states to play by their own "rules of the game."

Instructions to the Student

You have been appointed a member of a newly-formed Congressional subcommittee on diplomatic relations. Your committee has been created to investigate current United States policy regarding diplomatic privileges and immunities and make recommendations regarding present law.

Evaluate the testimony, criticizing or supporting the outcome of each case, and recommending any changes you think should have been made in international laws observed by the United States in these cases. I will then give you a status report on current diplomatic law.

1. *Halla Brown, former clinical professor of medicine at Georgetown University in Washington, D.C.* Brown is a quadriplegic as the result of an automobile accident several years ago. She was traveling a downtown District street when her car was broadsided by another car that had run a red light. The uninsured motorist who struck Brown's car was the cultural attaché from the Panamanian Embassy. Brown required extensive hospitalization and round-the-clock care, which resulted in excessive medical bills. She was unable to collect any money from the attaché due to the immunity afforded him as an employee of the Panamanian Embassy.[14]

2. *Wallace Edwards, owner of a small printing firm.* Edwards completed a printing job requested by the Soviet Embassy, but the Embassy refused to pay its total bill.

[5] Feltham, R.G., *Diplomatic Handbook*, Second Edition, London: Longman Group Ltd., 1.

[6] Hardy, Michael, *Modern Diplomatic Law*, USA: Oceana Publications, Inc., 4.

[7] Burns, C. Delisle, "Diplomacy," *Encyclopedia of the Social Sciences*, Seligman, Edwin R. A., and Johnson, Alvin, eds., Volume 5–6, New York: Macmillan Company, 1937, 137.

[8] R. G. Feltham, *op. cit.*

[9] C. Delisle Burns, *op. cit*, p. 148.

[10] Plano, Jack C., and Olton, Roy, "Diplomatic Privileges and Immunities," *International Relations Dictionary*, New York: Holt, Rinehart and Winston, Inc., 1969, 69–70.

[11] *Ibid.*

[12] *Ibid.*

[13] *Ibid.*

[14] Information for this individual was taken from Footlick, Jerrold K., "Beyond the Law," Copyright 1977 by Newsweek, Inc. All rights reserved. Printed with permission. *Newsweek*, 90 (August 8, 1977) 42. See also Tofani, Loretta, and Cup, Ted, "Senate Acts to Curb Immunity of Foreign Embassy Personnel," *Washington Post*, August 18, 1978, A1.

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Wallace went to court, won a default judgment, and tried unsuccessfully to collect. The Soviets claimed diplomatic immunity.[15]

3. *A suburban police chief from upstate New York.* The police chief testified that a United Nations ambassador owned a German shepherd dog who was a menace to the community. The dog had bitten several local citizens. When the police chief threatened to shoot the dog, the ambassador "warned against possible international consequences." The police chief was restrained from any action against the ambassador or his dog because of the immunity they enjoyed.[16]

4. *The Chief of Detectives in Chicago.* The policeman testified about his department's breakup of a major heroin ring led by a Thai diplomat. The diplomat was smuggling high grade heroin into the United States in diplomatic pouches. Diplomatic couriers enjoy personal immunity while performing their duty and are not liable to arrest or detention. International law declares the diplomatic bag as inviolable—it may not be opened or detained.[17]

5. *A prosecutor from mid-Manhattan.* The prosecutor testified regarding a "diplomatic stalemate" involving New York City police and a member of the North Korean observer group to the United Nations. More than two months ago, the diplomat and several colleagues went on an afternoon picnic at a park where it is alleged he attempted to rape a woman. The diplomat had been identified through photographs, and a warrant was issued for his arrest. Initially the North Koreans agreed to cooperate with court proceedings but then decided to invoke diplomatic immunity. The diplomat "retreated to his rooms in the modern, 25-story building that houses the delegation's offices and personal quarters" where he remains. "Because of the rules of diplomatic immunity, as long as [he] stays inside his delegation's office-apartment complex, the police cannot touch him."[18]

6. *The former Attorney General of the United States.* The officer testified regarding the United States' case before the World Court regarding the Iranian hostage situation during which United States diplomatic and nondiplomatic personnel were detained, bound, blindfolded, subjected to severe isolation, discomfort, and threats of criminal prosecution and death by alleged Iranian "students." United States Embassy and Consulate files and grounds were ransacked in violation of international law. The Iranian government, as host state, did nothing to assist the United States in this incident.[19]

Update on Current International Law

Public Law 95-393,[20] the basis of which was the international agreement adopted by most nations after the 1961 Vienna Convention on Diplomatic Relations, considerably narrows diplomatic privileges.[21] It was signed into law by President Jimmy Carter on September 30, 1978. Prior to the signing, United States law had remained fundamentally unchanged since the first Congress passed the Diplomatic Privileges Act of 1790.[22]

Under the new law, total immunity is granted to those officials whom the State Department calls their "blue list," composed of ambassadors, attaches, and other high-ranking officials and their families.[23] These officials retain all civil and criminal immunity. The State Department maintains a "white list" for embassy functionaries who have immunity only when on embassy business. Embassies are now required to have liability insurance which requires the insurance companies to pay victims of diplomatic negligence, so people who find themselves in the predicament of Witnesses 1 and 3 are no longer without any recourse.[24]

The case of Witness 2, Wallace Edwards, represents a new direction for diplomatic law. Although the incident took place in Canada, it serves as a possible precedent for United States companies. Edwards, through his attorney Ronald Manes, challenged diplomatic immunity of the Soviet Embassy by arguing that "if a country descends into the commercial arena to participate in our capitalist system, it must play by the same rules as everyone else and pay its just debts."[25] In 1980, 13 years after the original incident, Edwards and his attorney, armed with a court order and seized the Soviet freighter, *Stanislavsky,* when it tied up in Toronoto with a load of tractors. Canadian authorities prevented unloading of the tractors or departure of the ship until the Canadian citizen was paid. After more legal wrangling, Edwards got his money plus interest.

Cases such as that of the drug-smuggling diplomat are gaining more media attention. The Thai diplomat was arrested by Chicago authorities after "several weeks of round-the-clock surveillance by DEA agents, agents of the United States Customs Service and the Chicago police department"[26] in cooperation with the Thai government. The diplomat was returned to his country for prosecution.

The stalemate between New York City police and a North Korean diplomat represents a "thorny political confrontation . . . a basic disagreement over how widely diplomatic immunity should be extended."[27] The outcome had not been determined when this classroom exercise was written.

The United States hostage crisis and subsequent release of the hostages on Ronald Reagan's inauguration day received international media coverage. The events are well-know but can be reexamined as one of the most serious violations of diplomatic immunity.[28] □

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[15]Information for this individual was adapted with permission from the August 1981 *Reader's Digest.* Copyright © 1981 by the Reader's Digest Assn., Inc., from MacDonald, David, "The Day Wally Edwards' Ship Came In," *Reader's Digest* (Canadian Edition), 119 (August, 1981), 81–84. See also MacDonald, David, "Wally Edwards vs. The Kremlin," *Reader's Digest* (United States Edition), 119 (August, 1941), 37–40. See also Malcolm, Andrew, "Canada Mouse Roars at Soviet Mountain" in the *New York Times* and "Seizure of Ship Forces Soviets to Pay 13-Year-Old Debt," in the *Atlanta Constitution,* October 23, 1980, 3A.

[16]Jerrold Footlick, *op. cit.*

[17]R.G. Feltham, *op. cit.*, 34–35.

See also "Thai Diplomat Held as Leader of Heroin Ring," *New York Times,* May [illegible]82, p. 18.

[18]"Story of Oh Keeps U.N., NYC Abuzz," *Atlanta Journal,* November 15, 1982, p. 1, 14A.

[19]Joel Richard Paul, *op. cit.*

[20]U.S.C. 5254a, et seq.

[21]"Less Immune," *Time,* October 16, 1978, p. 54.

[22]Jerrold K. Footlick, *op. cit.*

[23]*Ibid.*

[24]*Ibid.* See also Tofani, Loretta, and Cup, Ted, *op. cit.*

[25]David MacDonald., *op. cit.*

[26]"Thai Diplomat," *op. cit.*

[27]"Story of Oh," *op. cit.*

[28]For a non-Western, Islamic interpretation of the United States hostage incident, consult an article entitled "Prosecution of Diplomats Under Islamic Law" by M. Cherif Bassiouni which appeared in the Spring, 1980 issue of the *American Journal of International Law,* Volume 74, pp. 609–633.

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Use futuring for motivation and for teaching problem solving **Level: Senior High School**

Time for the Future

MARIE S. DAVIS, Chairperson, Division of Education, Wesleyan College, Georgia

Saigon is no longer the capital of South Vietnam. If fact, South Vietnam no longer exists. Jupiter will not even be the farthest planet from the sun again until 1999. Many facts faithfully learned in school have become qualified, modified, or even extinct. Changes in medicine, technology, space, and dozens of other fields create obsolete information on a daily basis, and demand that our classrooms continually assimilate change to prepare students for a world we do not yet know.

To meet the challenge, definite approaches must be initiated. We must develop problem-solvers, not children who are data banks full of increasingly invalid information. We must also foster in students a feeling of stimulation and challenge when confronting change. Futuring can be a topic for classroom exploration that accomplishes both objectives.

Beam back a scientific report on the fourth planet beyond Neptune in our solar system. Include sketches and descriptions of all life forms, geographic features, and weather patterns. Conclude with an analysis of steps necessary to create an inhabitable environment for Earthlings.

Such an assignment, for an individual or a group, forces imagination to work with scientific fact. An analysis of factors necessary for habitation, probabilities of conditions on a planet in that location, and other baselines could be established for students to extrapolate.

Creativity and future thinking also can expand as students invent future jobs, homes, sports, tools, medical equipment, weather instruments (a portable rain machine), pets, cities, transportation, and energy sources. Plans and designs can be formulated for megaloptic structures that house hundreds of thousands of people. Developing habitats in ocean, arctic, or desert settings are other classroom possibilities that may simulate future situations on an overpopulated Earth.

After examining how the world and universe may change, students should explore human beings' adaptations to change. How will people be different? What aspects of humans and their relationships with others will always be the same?

Historically, social customs have evolved continuously. Students could make a graffiti board list of "Rules for Acceptable Manners" circa 3000, including adaptations of today's etiquette or totally new behaviors.

Never borrow someone else's crust protector.
It is rude to blast your sub's Mach 7 vacuums over undersea communities.
Never exchange entry codes with strangers.

Conversely, other human qualities may never change and we might not want them to change. Ask students to discuss and analyze qualities that they feel will always be important. A unique simulation activity devised by a colleague, Dawn Doster, begins with an overview of basic genetic concepts and a discussion of genetic engineering. Students then are given a list of the following words:

color of hair	weight
strength	intelligence
sense of humor	patience
quickness	coordination
common sense	independence
sociable	kindness
honesty	good complexion
responsible	good teeth
creativity	stability
height	color of eyes
determination	good physique or figure
color of skin	
courage	

Vocabulary is clarified and students pretend it is possible to program these qualities into a fetus. Students list the eight traits they would select for their future child. Preferences are collected anonymously, tabulated, and class priorities are listed.

Such a simulation not only incorporates vocabulary development and science concepts but also facilitates examination of values. Students will be forced to examine their own qualities and those of their friends. In discussions, children identify combinations of traits which are valued—such as pairing honesty with determination. As with the other activities, discussion is facilitated by a comfortable atmosphere created when students do not have to find the one right answer and when they are not judged for voicing their opinion.

Another enjoyable futuring activity involves a courtroom on a space station. After a political science unit exploring our laws, branches of government, and court procedures, students can devise a constitution and a list of laws for a space station. The simulation begins with students drawing roles from a box, such as judge, defendent, prosecuting attorney, witness, attorney for the defense, jury, and plaintiff. One student draws a brief scenario from another box, such as:

Officer Kent fell asleep while on duty. She did not detect the oxygen gauge sticking. This caused an oxygen shortage to XH12 sector.

Lt. Croskey killed an alien.

General and Commander Strolik want to have a child.

Private Adamivic drove his starblaster over the allowed entry speed.

Commander Evans used the security computer to play chess.

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Guards Foster and Murdock got in a fight at R and R Center 45.

With roles and a case, students now conduct the courtroom situation, extemporaneously adding details and dialogue. The judge calls for the verdict and sentencing. Later, students evaluate the effectiveness of their laws and constitution, and discuss what new areas of human life may need to be considered in future law making. The space court concept links basic political science understanding with an opportunity to expand imagination, clarify values, and boost logical thinking.

Because of students' innate curiosity and love for science fiction and space, futuring activities such as those just outlined have a natural appeal. When thoughtfully planned, futuring can stimulate thinking and develop basic skills. We can develop the problem-solvers we need as we demonstrate to them that change and the future are exciting events to be welcomed, not feared. □

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